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ABSTRACT

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 45 suggestions and 11 recommendations of 4 technical reports (spanning 1987 and 1988) related to private sector involvement. Recommendations from 1987-88 and follow-up actions are reported on the following topics: advice to the private sector; private sector involvement; education for employment; and implementing education for employment. The following recommendations for the Illinois State Board of Education are made: (1) establish performance standards for participants; (2) implement a process for retraining, upgrading, and maintaining the work force; (3) provide services for special populations and place priority for program access; (4) identify program service needs; (5) work with other agencies to facilitate preparation for work; and (6) work with the private sector to identify commerce, industry, and labor needs for education and job-specific preparation, including performance standards. ICoVE membership list is included. (NLA)

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ICoVE's 1989-1990-1991 Report

PRIVATE-SECTOR INVOLVEMENT

A Follow-up of 1987-1988 Suggestions and Recommendations

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- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR PRIVATE SECTOR INVOLVEMENT (A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR COORDINATION (A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR SPECIAL POPULATIONS (A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR QUALITY VOCATIONAL EDUCATION (A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR EDUCATION FOR EMPLOYMENT (A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT (A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.)
- COMMON ELEMENTS (A report of coordination and special programs serving special populations through vocational education and job training.)
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT (A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.)
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990 (A report of the State's technical committee activities and accomplishments.)
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990 (A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.)
- NEWSLINE (A newsletter prepared four times per year.)
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES (A guide for local councils)
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS (A self-evaluation report of ICoVE)
- MEMBERSHIP BROCHURE

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ICoVE Membership

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- Providing reports, information, and interviews for collection of information in following up recommendations and suggested actions.
  - Department of Adult, Vocational and Technical Education/Illinois State Board of Education staff
  - Illinois Community College Board Staff
  - Illinois Department of Commerce and Community Affairs staff
  - Illinois Department of Corrections School District 428 staff

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

CC	Community college
CHEP	Consumer and Homemaking Education Program
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EDWAA/WARN	Economic Dislocation Worker Adjustment Assistant Act and Retrain Notification
EFE	Education for Employment
ESLP	Early School Leaver Program
GED	General Education Development
HITS	High Impact Training Services
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IMC	Instructional Materials Coordinator
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVCC	Illinois Vocational Curriculum Center
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JSA	Job Search Assistance
JTPA	Job Training Partnership Act
LEP	Limited-English proficiency
MIS	Management information systems
n	Number responding
NAPIC	National Association of Private Industry Councils
New 500(c)(5) Agreement	500 Illinois Unemployment Insurance Act (500 allows for training and still receive unemployment payments)
OTS	Offender Tracking System
PIC	Private Industry Council
RDS	Regional delivery system
s	Standard deviation
SDA	Service delivery area
TABE	Test for Adult Basic Education
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
VIMS	Vocational Information Management System
V-TECS	Vocational-Technical Education Curriculum Services
WECEP	Work Experience/Career Exploration Program
WRAT	Wide-Range Achievement Test

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in the series, is a three-year follow-up report, i.e., it describes actions taken during 1989, 1990, and 1991 to address the 45 suggestions and 11 recommendations of the 4 Technical Reports (spanning 1987 and 1988) related to Private Sector Involvement. (Other reports in this follow-up series include Coordination, Special Populations, Quality Vocational Education, and Education for Employment.)

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return
  - First mail survey
    55 RDS responses, 90.1% return
    34 CC responses, 87.1% return
    20 SDA responses, 76.9% return
  - Second mail survey
    55 RDS responses, 90.1% return
    29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public–private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC.

Follow-up findings are reported in this 1989–1990–1991 follow-up series of five reports. A narrative overview of each of the Technical Reports and an executive summary of the total series are also included. The executive summary reviews efforts taken to improve vocational education and highlights future directions. Recommendations and possible strategies to improve the ability of vocational education to prepare and maintain a quality workforce of the 90s are given.

The following are the recommendations contained in the five follow up reports:

The Illinois State Board of Education must:

- Establish world–class performance standards for vocational–technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job–specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

Private Sector Involvement

1989–1991 Accomplishments, Activities, and Major Findings.

The involvement of the private sector with vocational education and other educational programs throughout the state has grown considerably over the past three years. Based on reports to ICoVE from system directors and community college deans, approximately 9,250 representatives from the private sector participated on regional and district advisory councils. Over 1,200 participated in ICoVE's survey of the private sector concerning their needs from the educational system.

Statewide organizations, such as the AFL–CIO, State Chamber of Commerce, Caterpillar, Motorola, Tooling and Manufacturing Association, Illinois Manufacturing Association, and AT & T have actively pursued and sought to become involved in improving education in Illinois public schools. Some have offered their services at the state and local levels; some have offered policy suggestions; and some have offered legislation.

Both the Illinois State Board of Education and the Illinois Board of Higher Education have appointed special private-sector committees to examine how they can work together to provide the educational programs needed by the workforce. ICoVE was invited to share its study with the study group for the IBHE and has done so.

Even though numerous state and national studies have been conducted during the last decade, some questions remained about "what business wants" and "what education can provide." Much of the problem boiled down to understanding what each other was saying, i.e., communication. Probably one of the most difficult communication problems dealt with basic skills. The private sector charged that schools were not preparing students with the basic skills. As dialogue continued, educators realized that the basic skills, as being requested for the workplace, went far beyond reading, writing, and arithmetic. In addition, students were expected to be able to apply basic skills to real work situations.

Based on findings from several national studies, ICoVE conducted a survey to determine what skills business and labor in Illinois want workers to possess. Following the survey, roundtable discussions were conducted to clarify and verify survey findings.

As a result of these activities, ICoVE and those attending the roundtables concluded that the essential basic skills needed by members of the workforce are as follows:

- Reading, writing, and math skills;
- Communication skills, including listening and oral communication;
- Employability skills including work attitudes and responsibilities and knowing how a business operates;
- Critical thinking, problem-solving, decision-making;
- Group and teamwork skills including interpersonal and social relations;
- Self-esteem, goal setting, and personal and career development;

- Keyboard and computer literacy skills;
- Leadership skills and improving organization effectiveness;
- Basic concepts of technology systems.

Business and labor representatives provided additional input to ICoVE about they need from education in terms of worker preparation. To follow up these discussions, ICoVE asked the private sector what it was willing to do to help education prepare a competent workforce.

In summary, the private sector indicated it is willing to do the following things—

- Participate on advisory groups to advise on industry skill standards.
- Support classroom instruction and career counseling by providing volunteer personnel and other resources.
- Support work-based learning opportunities for students to ease transition from school to work.
- Support updating of teachers through internships or summer jobs.
- Expand access to quality vocational education through apprenticeships.

Considerable attention was given to helping teachers, counselors, and administrators work more effectively with the private sector. This was the focal point of numerous in-service education workshops. Still, at roundtable discussions, the private sector was critical of education's attempts to work with them. "They didn't know what they needed us to do," "we didn't even hear what happened as a result of our input," and "they were defensive of our input," were the most commonly expressed criticisms. Educators indicated they too had been disapointed in the partnership efforts. They felt the private sector was reluctant to describe their needs and often expected "miracles."

As in any new relationship, education and private-sector partnerships take time to develop. It is important that in-service education continue. At roundtable discussions, business and labor told ICoVE they believe "educators are the professionals, they have expertise in teaching methodology . . . how to achieve the outcomes is the professional's responsibility, but we are willing to help where appropriate."

Future Directions.

To address the future directions of education-private-sector partnerships, ICoVE is presenting suggestions and a recommendation to both, i.e. education and the private sector. These follow.

TO EDUCATION—

From its study, as well as surveys conducted of the system directors, community college deans, and SDA directors and other ICoVE information gathering activities, ICoVE concluded there are numerous ways in which the private sector and education can work together more effectively. Both must foster this relationship if it is to have merit.

Performance standards and measures are new requirements under recently reauthorized federal legislation for vocational education. From its roundtable discussions with business and labor, ICoVE learned that many trade associations and occupations requiring

licensure already have identified standards of worker performances and are willing to help education develop compatible standards. These standards communicate a level of competency to employers. These should be used in establishing standards for vocational student achievement wherever possible to avoid reinventing the wheel and to tap resources already available and familiar to the workforce.

Based on these standards, schools should certify students according to their accomplishments. This certification can be used in job-seeking. ICoVE found that private-sector representatives are willing to work with education in identifying appropriate standards for student performance in various occupations. Because many Illinois corporations participate in worldwide competition, it is important that performance standards be established that are second to none in the world.

New student performance standards must be established for all basic skills as identified earlier, as well as for the occupational skills. Because basic skills include academic programs, the establishment of performance standards in our educational system cannot be limited to vocational education programs. It is important that the educational community recognize this. It must be a collaborative venture of the educational enterprise, pre-K through adulthood.

The level of achievement in basic skills must be reported. This may require changes in student grade cards and transcripts. The private sector also voiced concern that students be able to apply academic skills and demonstrate this mastery. Grades don't provide information to be of much value.

In designing performance standards for students, program performance standards and institutional performance standards will also need to be determined. These standards will be of particular value to educational planning, evaluation, and development.

As educators begin to develop performance standards and measures for programs, institutions, and students, they will undoubtedly recognize changes which must occur in "the way education does business" if they are to achieve high levels of performance. Educators must be open to these changes which may affect credentialing laws, length of school day and term, location of instruction, instructional methods, and many other areas.

Clearly, not all students, programs, and institutions can achieve world-class standards. In identifying standards, levels must be established. Levels may address local, state, regional, national, and international standards and/or levels may address entry workers and experienced workers.

The importance of private-sector input at all levels of education and in all curricula cannot be understated. The local schools, regional systems, community college districts, universities, and state boards of education must all develop partnerships and positive relationships with business and labor.

Working with business and labor should produce substantive results. The private sector does not want to be "window dressing." They are ready to work if their help is needed, but when called upon, they expect to take action or see education take action. Unless there are results from their input and these results are reported back to them, business and labor will not come back for a second meeting.

Because education is highly institutionalized, education is often slow to change, as well as reluctant to change. To have effective partnerships with the private sector, education must find ways to become more flexible. At the same time, educators themselves

must realize the "comfort zone" once enjoyed by education no longer exists. There is widespread dissatisfaction with the product being produced and educators can no longer afford to resist change.

RECOMMENDATION

In making its recommendation to ISBE, ICoVE reiterates that the recommendation must also be heeded at the elementary, secondary, community college, and higher education institutions. The Illinois State Board of Education must--

> *USE INPUT FROM THE PRIVATE SECTOR FOR IDENTIFYING PROGRAM AND SERVICE NEEDS INCLUDING LEVELS OF PERFORMANCE STANDARDS FOR STUDENTS, PROGRAMS, AND INSTITUTIONS.*

TO THE PRIVATE SECTOR--

Although the primary responsibility for quality education rests with the educational community, the private sector must recognize that its stake also carries some responsibility. What the business community is asking education to do is not unreasonable. It is, however, a dramatic change from how education has "conducted business" in the past.

As technology changed how a business operates and how work is done in the private sector, the business community has also been forced to make dramatic changes in order to compete in the world economy. During the decade of the 80s, business struggled as we shifted from a manufacturing society to an informational society. It struggled to replace muscle and brawn with robots and workers capable of decision making and critical thinking.

The private sector recognizes its jobs are filled by thousands of workers, good workers, who cannot read, cannot do simple math, and cannot acquire new job skills until they acquire academic skills. Nearly a half million Illinois workers need additional job skills and nearly two million Illinois workers need to advance their academic achievement by at least one level by the year 2000. Without this education, Illinois business will not be able to participate in the global economy of today and the 21st century.

Both education and the private sector have identified numerous ways in which they can work together to upgrade the current workforce and prepare new workers with knowledge and skills needed in the future. At roundtable discussions with business and labor, several ways the private sector can help were described.

The private sector must work with education to identify the performance standards students must be able to meet. At the same time, the private sector should assist the schools to determine various levels of standards and how to measure these standards. The private sector could help schools develop and conduct performance and certification, i.e., apprenticeship. This would be particularly helpful in occupational skill areas.

It is important that the private sector recognize that if education provides workers who have mastered the basic, academic, and occupational skills it seeks, it must be prepared to compensate exceptional skills with more pay. If students who excel and students who

do not excel are to make the same wages, there will be no incentive for needed excellence.

The private sector was emphatic about the importance of students mastering basic academic skills. It was also emphatic about students being able to apply basic and academic skills in real work situations. The business and labor communities must help teachers develop instructional materials to teach real work application of skills and also suggest appropriate measures. This will be particularly beneficial to academic teachers.

The State of Illinois has a private-sector internship program (known as the VIP) for teachers, counselors, and administrators in an effort to update them and keep them apprised of current practices in the workplace. The private sector can help by opening its doors as an internship site for educators. To date, most participation has involved vocational educators. The General Assembly has passed legislation for academic teachers to participate in internship; however, funds for stipends to pay the teachers have not been appropriated. The private sector could urge their representatives and senators to appropriate the needed funds.

As supporters of work-based learning, the private sector can offer slots for on-the-job training (OJT) to vocational education students. This would provide opportunities for students to apply what they have learned and expand on the skills they have acquired. At the same time, it will give employers an opportunity to assess the students' skills for possible future employment.

Representatives of the private sector can also help market both internships for educators and OJT experiences with students by encouraging other businesses to participate.

With technology changing rapidly, it is difficult for the school systems to keep up with equipment, techniques, procedures and processes, and new developments. The private sector must help. There are a variety of ways this can be done.

Volunteers from the private sector can assist with providing instruction. Instruction may be two or three lessons or a semester or year-long course. Representatives of business and labor may also demonstrate new skills to students. The private sector can open its doors for field trips, hands-on experiences with equipment, or long-term training.

The private sector must advise on curriculum and suggest instruction and equipment needed to teach necessary competencies. Business and labor representatives can also help assess competency attainment. The private sector possesses a considerable amount of expertise that is needed in the classroom.

The private sector must be careful not to limit its help to vocational education. Partnerships are essential at the elementary level and universities, as well. Elementary students must be exposed to what goes on behind business and industry doors. Field trips, guest speakers, demonstrations, and shadowing programs may be examples of ways to introduce students to an array of occupations and help students at an early age to understand the relationship between school and work.

Although generic needs of the private sector have been addressed, the occupational preparation needs must be addressed on an ongoing or regular basis. Likewise, programs needed to update or help retrain the current workforce must be clearly defined by the private sector. To enhance effectiveness, the private sector should plan to sit down and help educators design the curriculum needed.

In prior studies conducted by ICoVE, it was learned that representatives from labor are particularly effective when they work directly with students. More specifically, labor was effective in teaching job skills, work ethic, and related academic skills and understanding processes used. Management should plan to involve labor in their partnerships. At the same time, organized labor is encouraged to form partnerships directly with education.

Vocational education has specific mandates to serve handicapped students and students with special needs. Many of these populations will be essential to filling the workforce needs during the next ten years. The private sector must work with education to identify jobs for handicapped and special training needs for other at-risk groups. At-risk populations often are in need of role models and mentors. Business and labor may want to volunteer for these roles.

RECOMMENDATION

The Illinois Council on Vocational Education, in making its recommendation to the private sector, stresses that in responding, it is imperative that the private sector cooperate with the educational community. Education welcomes response from small business, organized labor, corporations, individuals, and trade and professional associations. There is plenty of work to be done. The private sector must--

> *IDENTIFY COMMERCE, INDUSTRY, AND LABOR NEEDS FOR EDUCATION AND JOB-SPECIFIC PREPARATION INCLUDING PERFORMANCE STANDARDS.*

How the private sector and educational communities choose to work together must remain flexible. It must be, however, what best serves both. Numerous models, including adopt-a-school, a student, or a teacher are available. The suggestions cited above were all identified by business-labor roundtables as actions that are feasible for the private sector to carry out in partnerships with education. Efforts to explore new and innovative collaborative actions to improve the preparation and maintenance of the Illinois workforce will always be appropriate.

Follow-up

Report #3

ADVICE TO THE PRIVATE SECTOR

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ICoVE's 1989-1990-1991 Report

REPORT #3:
ADVICE TO THE PRIVATE SECTOR
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ADVICE TO THE PRIVATE SECTOR

Involvement of the private sector with educational programs in Illinois continues to be mobilized, primarily at the request of the vocational education community. Increasingly, the private sector reports that it volunteers its services. This is a welcomed action. However, the educational community, particularly administrators who are often contacted by the volunteering private sector, often does not know how to direct or use the private sector services offered. As a result the offer is not followed up and the private sector assumes that its assistance is either not needed or not wanted. This is truly a tragedy.

When the private sector has become successfully involved with the educational community, the reported results are beneficial to both partner-member. The VIP internship for educators in the private sector is a good example.

In a study conducted by the Illinois Council on Vocational Education, the private sector has articulated its concern and need for improving education. The private sector has clarified its needs and suggested ways in which it can help. The private sector has identified a variety of ways in which it can coordinate its own efforts to better serve education.

Primarily, the private sector told ICoVE that education must improve the basic skills of students. The private sector identified nine basic skills and went on to say that not only must students master these skills, they must also be able to apply these skills. The private sector offered its help to education in this effort by assisting educators to develop materials and instruction about applying the basic skills. ICoVE encourages the private sector to step forward with this assistance.

[NOTE: The nine basic skills defined include 1) reading, writing, and math skills; 2) communication skills including listening and oral communication; 3) employability skills including work attitudes and responsibilities and knowing how a business operates; 4) critical thinking, problem-solving, decision-making; 5) group and teamwork skills including interpersonal and social relations; 6) self-esteem, goal setting, and personal and career development; 7) keyboarding and computer literacy skills; 8) leadership skills and improving organizational effectiveness; and 9) basic concepts of technology systems. Of these, the basic academic skills were designated as the first two sets of basic skills, i.e., 1) reading, writing, and math skills and 2) communication skills, including oral and listening.]

The private sector has made equipment and facilities in the workplace available to educational programs. The private sector is willing to do this because schools cannot always afford the equipment and it believes "hands-on" experience is important. Further, the private sector believes the experience in industr, or in the workplace is valuable to students.

Representatives of commerce, industry, and labor are becoming increasingly involved with vocational education programs by serving on advisory committees and councils at the local level. Through advisory groups, the private sector has reviewed programs and facilities and reported to and advised local boards of control and boards of education. ICoVE recommends the private sector continue in this manner. Representatives of the private sector told ICoVE they are willing to serve

on advisory committees if they are more than "window dressing." If they give their time, they want to work and accomplish a goal.

The expertise within the workforce is needed in the instructional process. Whether the private sector may go into the classroom or take the classroom to the workplace, team-teaching, guest speakers, demonstrations, and tours by the private sector expert are invaluable instruction. Again, the representatives participating in ICoVE's study indicated they were willing to do this.

Reauthorization of federal vocational education legislation calls for a statewide core of standards and measures of performance for all vocational education. This is an area in which private-sector participation is a must. During ICoVE's study, numerous trade associations indicated they would be interested in working with education to develop these standards and measures.

ICoVE continues to encourage the private sector to become involved with vocational education and academic education as well. It a must that workplace needs be adequately and continuously communicated to the educational system.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTION
----------TO THE PRIVATE SECTOR----------	
Action One: Communicate present and future workforce needs. (Considerable progress)	The private sector has been vocal about its dissatisfaction with education's ability to serve the workforce. Some difficulty in terms of how clearly educators and the business community communicate with each other exists, as does controversy over clear role definitions. ICoVE has observed that larger business and labor groups are most likely to come forward at the state level to communicate present and future workforce needs, whether this input is solicited or not. Most of these groups also tend to offer their assistance. Smaller business and labor groups are most likely to communicate their needs at the local level when some form of relationship or partnership already exists and when asked to provide input. State Director Miguel said, "Business tends to underestimate the power it has and the help it can be." Several large corporations and groups have taken a proactive position in Illinois and have become involved at the state level. Some of these include the Illinois State Chamber of Commerce, the AFL-CIO, the Illinois Manufacturers Association, State Farm, Caterpillar, the Illinois Leadership Council in Agriculture Education, Farm Bureau, and others. They have encouraged private- sector input. When ICoVE went to the private sector for input, it had excellent response from both large and small corporations, as well as family-owned business. At the local level, the private sector has become involved in the new tech prep initiative to help identify and design needed programs. As work toward establishing and assessing performance measures and standards progresses, the private sector will need to become an even closer ally to education.

----------*TO THE PRIVATE SECTOR*----------

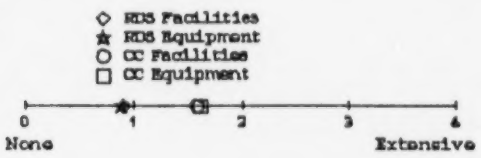
'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS

Action Two: Share facilities and equipment in the workplace.

(Limited progress)

ICoVE asked regional delivery system directors and community college career deans to rate the private sector involvement in their region on sharing facilities and equipment. Community colleges are more involved with the private sector in sharing equipment and facilities than the secondary systems. Community colleges may be able to help provide in-service to secondary teachers concerning effective strategies for working with the private sector and also ways to expand work-based learning programs. The average ratings provided by each of the groups on a scale 0=None to 4=Extensive were:

	RDS		CC	
	Mean	s.	Mean	s.
Facilities	.91	.94	1.59	.96
Equipment	.89	.84	1.62	1.13



Action Three: Give educators job experiences in the private sector.

(Considerable progress)

State Board staff indicate that response from the private sector to provide internship (VIP program) slots to teachers for job experience in the private sector is excellent, perhaps even better than teacher participation. Several Educational Service Centers (ESCs) report that after businesses participate for the first time, they often indicate they would be willing to expand their participation in future years.

Caterpillar, Inc. like other corporations has established slots for plant participation in the VIP internship program.

Some employers in the St. Louis, MO area requested to participate in the internship program. MacDonald-Douglas provides 2-3 internship slots annually and has called to thank State Board staff for letting it participate even though it is out-of-state.

Since 1985, approximately 1,000 vocational education teachers have participated in VIP each summer. Beginning in 1987, administrators, guidance counselors, and corrections staff were included. Legislation for academic teacher participation was passed in 1990, but funds were not appropriated.

----------*TO THE PRIVATE SECTOR*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Action Four: Serve on advisory councils -- share expertise. (Partial progress)	ICoVE's follow–up survey inquired about the number of private–sector representatives serving on advisory councils at the community colleges and in the regional delivery systems. RDSs reported an average of about 54 representatives serving on various advisory councils. The average number reported by community colleges was 153. Community colleges have more individual program advisory groups than regional systems do. Community college deans and system directors reported to ICoVE that advisory council members have benefitted students and programs most by the following: • Reviewing programs • Identifying tasks • Sharing teaching • Giving demonstrations and field trips • Providing slots for work–based learning • Making available facilities and equipment • Providing instructional suggestions and materials • Providing internships • Reporting to administrators and board members • Promoting a positive image Advisory councils in academic subject matter continue to be nonexistent. The private sector initiated considerably more involvement with community colleges than with regional delivery systems. Administrative staff and vocational instructors in community colleges more actively seek private–sector involvement in vocational education programs than do their counterparts at the secondary level.
Action Five: Verify occupational tasks for curriculum development. (Completed satisfactorily)	Representatives of the private sector have continued to be actively involved in verifying occupational tasks for curriculum development. DAVTE has required task list verification for all programs approved for funding in the regional delivery systems. Although not required, many community colleges have also involved private–sector representatives in verification of occupational task lists.
Action Six: Encourage education's role in preparing and maintaining the workforce. (Partial progress)	The private sector needs to act on what it's saying to education and on what education's role in preparing and maintaining the workforce should be. Communication regarding workforce needs are directed by local, regional, and state boards to vocational education. This indicates that policy makers have not yet "gotten the message" that the problem goes beyond vocational education, and therefore, the solution must also.

----------*TO THE PRIVATE SECTOR*----------

'87-'88 RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Both ISBE and IBHE have appointed blue ribbon committees of private-sector personnel to discuss education's role. The IBHE committee is working with ICoVE's business and labor study as part of its effort. ISBE has two ICoVE members on its committee.

The private sector needs to stress education's role in maintaining the current workforce and in upgrading current worker skills.

Lines of communication between the workplace and vocational education are beginning to open. However, private-sector involvement with the academic arena is marginal at best, thus a barrier to partnerships between regional business/industry task forces; education; and the commerce, industrial, and labor communities.

1. Is the educational community fully apprised of workforce needs? . . . Does it understand the integral relationship of academic competencies with occupational skills? . . . How can the private sector help to explain this relationship?

2. Are local programs using the expertise of the private sector effectively? . . . Does the private sector serve on program advisory councils? . . . Assist with providing instruction? . . . Open its doors to educational programs? . . . Advise and assist with program development? . . . With equipment acquisition? . . . Report to the board of control?

3. Has the private sector made its views known about education's role in preparing a highly skilled and qualified workforce? . . . In the economic stability of the nation? . . . In improving productivity in the workplace? . . . In enhancing our competitive capacity in a world market? . . . In maintaining and retraining our current workforce?

PROGRESS OF RESPONSES
TO RECOMMENDATIONS
by the private sector

ICoVE found that the private sector has responded and made at least some progress related to all of the recommendations made. Private-sector involvement continues to be needed.

To Private Sector

- 1 Completed satisfactorily
- 2 Considerable progress
- 2 Partial progress
- 1 Limited progress

6 Total

Follow-up

Report #7

PRIVATE-SECTOR INVOLVEMENT

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REPORT #7: PRIVATE-SECTOR INVOLVEMENT Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PRIVATE-SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

Increased participation of commerce, industry, and labor in the educational process has been suggested as a strategy that would have considerable impact on the quality of our educational system. When the private sector began saying that education was not providing the skills and knowledge needed by today's workforce, educators turned and asked, "What should we be teaching?"

ICoVE's study of business and labor needs has been closely followed by DAVTE staff. Staff indicate that ICoVE's findings will be useful in developing the state's plan for vocational education. Of particular interest are the private-sector needs for basic skills and occupational skills and the level of skill standards essential for today's workplace.

For nearly a decade, dialogue has raised numerous issues, i.e., appropriate role of education, the private sector role in education, authority, funding liability. Soon it became apparent that public education and the private sector did not always "speak the same language." The question of who is responsible for determining curriculum content has often been asked. Even though the vocational education community had, for over seven decades, alluded to being advised by the private sector, the extent to which it had actually sought and used private-sector input became questionable. Teachers and administrators alike have admitted skepticism about too much involvement of the private sector.

At the state level, DAVTE staff have encouraged private-sector involvement. DAVTE has provided some in-service education about "how to," "why," and so forth, but no large-scale plan or organized sets of strategies about how to work effectively with the private sector have been identified. The State Board itself has not adopted policies relevant to education-private-sector partnerships. The State Superintendent has appointed a business-education partnership council to advise him regarding K-12 education, which presumably could include vocational education.

The overall use of the private sector at the local level to advise and provide input to local programs varies throughout the state. Community college use and success of involvement with the private sector exceeds that of the secondary level. Colleges have formed more partnerships. Their faculties are more involved than secondary teachers. Efforts are more likely to result in new programs and training sites. This is also true about specific involvement with organized labor.

The private sector has indicated it generally does not receive feedback about how its advice and input is used by education. Community colleges report feedback to their advisors on a scale of 0=none, 4=extensive as a mean of 2.18; secondary reports a mean of 1.8.

Active involvement with organized labor remains somewhat limited to isolated places and programs. Apprenticeship programs provide the best model for labor-education

partnerships. Efforts to expand apprenticeships are being made.

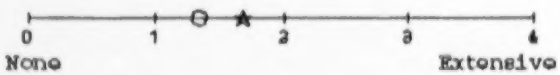
Although involvement of vocational-technical education with the private sector has not yet peaked, it appears the community college system has had more success than the secondary. Through planning grants for tech prep or articulation agreements with secondary regional delivery systems, the community colleges must work more closely with secondary personnel to enhance their skills for working with the private sector.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Require and monitor increased involvement of the private sector at all levels of Education for Employment, including programming, program content, delivery, job placement, and communication with the public, i.e. involve teachers/instructors, guidance counselors, administrators/deans, board of control.	DAVTE has monitored regional system activities related to the level of activities pursued by advisory councils and the JTPA coordination agreements. Technical assistance has been provided when private-sector involvement appeared inadequate. No formalized initiative was undertaken. DAVTE involved the private sector in focus groups organized to help establish long-range goals for vocational education. DAVTE encouraged private-sector involvement through publications, seminars, workshops, and in-service. ICoVE assessed the community college deans and regional system directors to ascertain activities undertaken at the grassroots level to increase participation with the private sector. Responses are noted throughout this section.
(ISBE - Limited progress) (DAVTE - Considerable progress)	The ISBE has no formal policy for private-sector involvement with the total educational enterprise. Some direction from the Board itself would be beneficial, not only to vocational education, but to the pre K-12 system also. Such a policy would enhance more active coordination between academic and vocational education, particularly as the two programs must work together to integrate the subject matter.
'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
ACTIONS AND RESPONSES BY THE RDSs and CCs	
Target technical assistance to RDSs and community colleges having limited involvement and success with the private sector.	DAVTE consultants, including RVAs and IMC staff, provided technical assistance to regional delivery systems using "the most in need" for determining priorities. The most in need were selected from results of the regional plan review. The community college deans and regional delivery system directors rated the extent that the State Board provided technical assistance in working with the private sector. Average ratings on a scale 0=None to 4=Extensive were:
(Partial progress)	

----------ACTIONS AND RESPONSES BY THE RDSs and CCs----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS

o RDS – 1.35 mean (.76 s.)
* CC – 1.69 mean (.78 s.)



Source: ICoVE survey of CC deans and RDS directors

In reviewing CC deans' and system directors' responses to the ICoVE questionnaire items which follow, it is clear that vocational education has not mastered the task of developing and/or working in partnership with the business community. DAVTE has provided technical assistance. The assistance may have lacked specific target goals. Local recipients of the assistance did not rate it as particularly useful. DAVTE should review the assistance package to assess how it could be strengthened. Leadership in this area is needed.

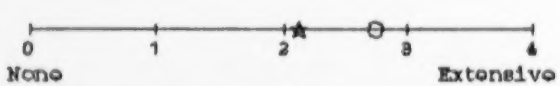
Communicate vocational education's need for private-sector input.

(Partial progress)

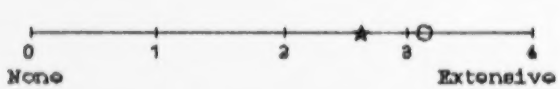
When asked the extent to which they had communicated the need for private-sector input to their faculty/staff and the private sector, the responses were:

Scale: 0=None to 4=Extensive

o Faculty/staff – 2.74 mean (.76 s.)
* Private Sector – 2.12 mean (.82 s.)
RDS



o Faculty/staff – 3.14 mean (.58 s.)
* Private Sector – 2.62 mean (.76 s.)
CC

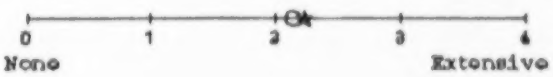


Source: ICoVE survey of RDS directors and CC deans

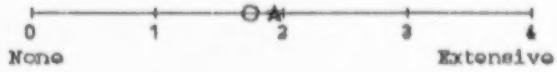
Both the secondary level and the community colleges expressed their need for private-sector involvement more to their faculty and staff than they did to the private sector.

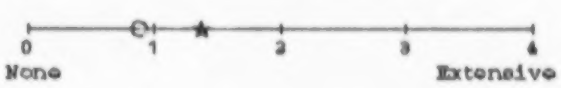
7.4

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

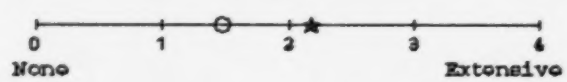
'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Design strategies to provide faculty greater opportunities for direct involvement with the private sector. (Considerable progress)	ICoVE asked the community college deans and regional delivery system directors if they had designed strategies to provide faculty opportunities for direct involvement with the private sector. Seventy-five percent of the regional delivery system directors and 91% of the community college deans indicated they had designed strategies. They rated the success of faculty involvement on a scale of 0=None to 4=Extensive as follows: o RDS - 2.14 mean (.69 s.) * CC - 2.23 mean (.80 s.)  Source: ICoVE survey of RDS directors and CC deans In additon to strategies for faculty, administrators need to receive assistance in working with the private sector also. Although extensive efforts were made to provide opportunities for the faculty and staff to get involved with the private sector, the deans and directors were not particularly pleased with the success. The reasons are unknown but perhaps because results of the involvement listed appear to be traditional activities of faculty with the private sector. The deans and directors may have been seeking more innovative results. Results of faculty involvement: Regional Delivery System • Staff involvement in selection of advisory council members • Partnerships • Updated curriculum • Class speakers • Equipment • Field trips • VIP experiences Community College • Improved curricula • VIP experiences • Advisory committee relationships • Customized training programs • Equipment donations

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Develop suggestions for involving various segments of the private sector with vocational education. (Limited progress)	Sixty-nine percent of the regional delivery system directors and 68% of the community college deans responding to the survey received suggestions from the State Board for ways to involve the private sector with vocational education. Respondents rated the usefulness of the suggestions as follows: Scale: 0=None to 4=Extensive o RDS - 1.75 mean (.49 s.) * CC - 1.93 mean (.78 s.)  Most useful suggestions cited included: Regional Delivery System • Advisory committees • Utilize public-sector resources and expertise for workshops • Encouragement to solicit donations • Advisory council handbook • Involve board in selection for top management Community College • Media advertising • VIP • Material on the function of advisory committees • Involving representatives in program evaluation Approximately two-thirds of the deans and directors indicated they had received suggestions about how to involve the private sector. The wide range of responses to the "most useful suggestions" suggests that the process was not a formalized process. The low rating may suggest, in many cases, that suggestions given were not the product of a strategy assessment or formalized plan for involving the private sector. Source: ICoVE survey of CC deans and RDS directors.
Request involvement of labor when partnerships are formed at the corporate level. (Limited progress)	At the state level, the most prominent involvement of labor has been membership on the Illinois Apprenticeship Steering Committee. State staff participated in and encouraged local representation at the Statewide Apprenticeship Conference.

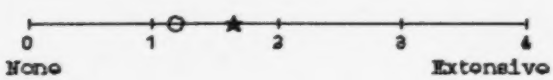
'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Community college deans rated the extent to which the college was involved with organized labor over the past two years. On a scale from 0=None to 4=Extensive the average rating was 1.62 (s. = .91) College deans have tried to increase labor involvement by: • personal contact • customized training • expanded apprenticeship programs • advisory committee membership • special programs/courses Regional delivery system directors rated their region's involvement with organized labor on a scale from 0=None to 4=Extensive. The average rating was .99 (s. = .81). System directors have tried to increase labor involvement through: • apprenticeship programs • advisory committee meetings • personal contact • attending PIC • involvement at regional workshops • joint programs with UAW The involvement of labor at the state and local levels continues to be limited.
Work directly with labor, particularly organized labor, to plan private-sector involvement with vocational education. (Limited progress)	State staff and the Illinois Apprenticeship Steering Committee have both worked actively with ICoVE's study of apprenticeship programs in Illinois. Regional system directors and community college deans were asked to rate the extent to which their college or region meets with organized labor. Their responses on a scale from 0=None to 4=Extensive were: o RDS - .89 mean (.87 s.) * CC - 1.38 mean (.81 s.) 

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	Regional directors cited the following examples of success with labor: • Advisory committee involvement • Students in apprenticeship programs • Successful task list verification • Business and industry career fairs • New training programs • Extended campus sites Community college deans listed the following examples of success with labor: • Apprenticeship programs • Dislocated worker agreement with labor • Program development • Customized training courses • Career days • Advisory committee involvement Both the secondary and postsecondary levels have had success with labor through advisory council involvement, apprenticeship programs, career days, and program/curriculum development. It was evident that involvement with labor occurs in isolated locations. It appears that in most instances of labor involvement, success resulted, thus reiterating that labor will work with us and when they do, it works.
Provide feedback to the private sector regarding the use of their input. (Partial progress)	State staff have provided private-sector members of state technical committees with copies of task lists developed by the committees. Regional systems directors and community college deans must provide copies of task lists to the private-sector representatives who helped developed them. Feedback is critical to continued partnerships. The private sector often states that they would like to have feedback about what happened as a result of their input. When asked to describe the extent of feedback from the college or region to the private sector, deans and directors indicated: Scale: 0=None to 4=Extensive o RDS – 1.48 mean (.96 s.) * CC – 2.18 mean (.73 s.) 

7.8

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	At the community college, private-sector input has resulted in: • Curriculum changes • New program development • Equipment acquisition • Workshop and seminar design • Building renovation planning Private-sector input to regional delivery systems has resulted in: • Curriculum modifications • Equipment purchases • News releases Source: ICoVE survey of RDS directors and CC deans By their own admission, local deans and directors indicate that they have not been particularly prudent in providing the private sector with feedback. Curriculum and equipment were the two areas in which private sector input was most often used.
Involve the private sector in designing ways to identify program results and outcomes. (Future implementation planned, as suggested)	Little use of the private sector in identifying program results and outcomes has occurred. DAVTE has closely monitored ICoVE's study of private-sector needs. The outcomes and results described by business, industry, and labor have been of particular interest to DAVTE. Dr. Miguel has indicated interest in using the study as a springboard for identifying performance measures, outcomes, etc. Through an ICoVE survey, community college deans and systems directors identified strategies they have used to involve the private sector in identifying the results and outcomes local programs should achieve. ICoVE has suggested that the private sector be involved in designing ways to identify program results and outcomes, as well as determine what these outcomes should be. Community college deans and regional system directors rated the extent to which this has occurred. On a five-point scale 0=None to 4=Extensive, average ratings were: o RDS – 1.19 mean (1.01 s.) * CC – 1.65 mean (.97 s.) 

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	Regional directors cited private-sector involvement in: • Advisory councils • Task list verification • Business/education articulation meetings Contributions by the private sector according to the directors included: • Task list verification • Program and course development • Facility design • Local advice Community college deans cited activities involving the private sector: • advisory committees • development of new programs • task analysis • EFE planning process Contributions of the private sector included: • Equipment • Curriculum input • Employment of graduates ICoVE asked the deans and directors to identify barriers which make private-sector involvement difficult. Their responses varied. The most frequently cited barrier to private-sector involvement for regional delivery systems was - TIME! Other barriers were: • strategies to make involvement meaningful • resistance from administrators • funding • difficulty in getting labor involved Only three deans cited barriers. Two deans listed time as a barrier; while one dean cited lack of a knowledge about the benefits of partnerships as a barrier. Source: ICoVE survey RDS directors and CC deans
Use materials such as *WORKPLACE BASICS: SKILLS EMPLOYERS WANT* and *BUILDING A QUALITY WORKFORCE* to identify skills needed in the workplace. Incorporate these into curricula. (Limited Progress)	ICoVE asked the extent to which regional delivery system directors and community college deans were familiar with materials such as *WORKPLACE BASICS: SKILLS EMPLOYERS WANT* or *BUILDING A QUALITY WORKFORCE* and the extent to which these materials had been incorporated into the curriculum. ICoVE learned: Scale 0=None to 4=Extensive

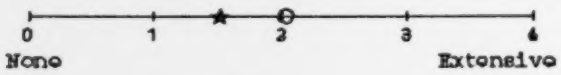
----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW-UP ACTIONS

o Familiarity – 2.03 mean (1.06 s.)
* Incorporation into curriculum – 1.52 mean (1.02 s.)

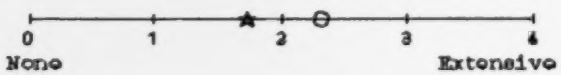
RDS



Of the directors 7 (13%) indicated no familiarity with the materials.

o Familiarity – 2.31 mean (1.00 s.)
* Incorporation into curriculum – 1.73 mean (.88 s.)

CC



Two (6%) of the deans indicated they were not familiar with the materials.

Source: ICoVE survey of RDS directors and CC deans

Several questions surface when discussing issues related to private-sector involvement in vocational technical education at the local level, as well as ways in which the state can use their input.

1. What is the primary reason efforts to involve the private sector have not been as successful as anticipated? . . . What are the most successful ventures? . . . How can the apparent fear of administrators to involve the private sector be alleviated?

2. How well do educators articulate their needs to the private sector? . . . Do educators fully comprehend the workforce needs?

3. Can a specific plan of strategies for creating successful partnerships be designed? . . . Is in-service education regarding effective use of private sector involvement still needed? . . . Are educators serious about such involvement or only giving it lip service?

4. How clearly does the private sector articulate its needs at the local level? . . . Can state-level identification of workplace needs be appropriate at the local/regional level?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS
by the ISBE, Regional Delivery System and Community Colleges

Although the recommendations and suggestions were made to the State Board, the regional systems and systems of community colleges initiated several activities. Because these responses ultimately represent where the action must occur, ICoVE assessed the RDS and CCs.

ISBE
- 1 Limited progress

CCs/RDSs
- 4 Limited progress
- 2 Partial progress
- 1 Considerable progress
- 1 Future implementation, as suggested

Total 8

DAVTE
- 1 Considerable progress

Follow-up

Report #19

EDUCATION FOR EMPLOYMENT
WHAT'S WORKING? WHAT'S NOT?

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REPORT #19:
EDUCATION FOR EMPLOYMENT
WHAT'S WORKING? WHAT'S NOT?
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 EDUCATION FOR EMPLOYMENT ACTIVITIES

ICoVE's public hearing asking "what's working?" and what's not?" in relation to ISBE's Education for Employment policy and administration plan generated administrative or implementation strategies as opposed to examining broad policy issues or the goals of the newly adopted EFE policy itself.

Nearly all of the strategies suggested by the grassroots level were tried. Some were tried by the State Board and its staff; others were initiated by the regional delivery systems and community colleges. With the policy and its plan fully initiated, several of these strategies are in place as ongoing initiatives.

Lines of communication between the state level and the regional/district level have been greatly enhanced. An advisory group of directors meets regularly with Regional Vocational Administrators and DAVTE managers and consultants. DAVTE anticipates initiating a similar group with community college deans. Regularly scheduled in-service meetings of DAVTE staff with system personnel and community college personnel increased as implementation progressed. As this occurred, many problems were resolved before becoming major issues.

A similar process is being used in Illinois as DAVTE staff develop its new plan which will implement new federal legislation. Local personnel are being asked, "What is the best way to do this?" This openness of DAVTE staff and involvement from the local level are commendable.

As a result of implementing EFE, private-sector involvement at the local level was increased. Efforts need to continue to improve the manner and methods used when working with business, industry, and labor to maximize their impact. A good beginning exists.

Teachers and instructors have recognized the value of returning to the workforce to update their knowledge and skills through the internship process. This momentum is gaining.

Although one can still be critical of unmet needs for coordination, cooperation, and collaboration, the vocational education community has achieved significant success in this area. Educators have not only recognized its value in terms of efficiency, but have also acquired skills for the process. The extent to which vocational educators work together and work with academic teachers, special education programs, JTPA, community-based organizations, and other public agencies is expanding rapidly.

Through the process of implementing EFE, vocational education recognized its need for leadership from within the community. Some action has occurred, but attention should be given to this area in the future.

When vocational education took a hard look at itself, it realized it had very little information on which to make a judgment about impact. When new federal legislation was passed, Illinois was aware of what needed to be done to respond.

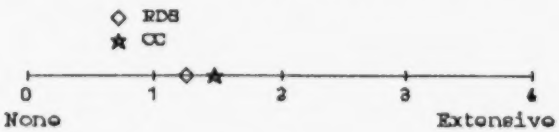
The State Board's policy is fully implemented. It has requested staff to report needed changes. In the next few years the fine-tuning will occur.

19.2

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------	
Continue toward full implementation of the Education for Employment Policy and administrative plan. (Completed satisfactorily)	The State Board continued efforts for implementation of its EFE policy and administrative plan. All regional systems have been fully implemented. The State Board has asked its staff to review the newly implemented system and identify modifications which should be made to the plan or the policy.
Exert state leadership to identify problem areas as early as possible and provide additional assistance and direction in these areas. (Considerable progress)	DAVTE formed a council of system directors to serve in an advisory capacity. This group has been valuable in identifying emerging problems and suggesting resolutions before major issues surface. An interagency coordinating committee involving leadership from DAVTE staff, DCCA, ICCB, and Corrections was formed to provide a similar function for programs of these agencies. Recently, the committee has not been very active. Under new federal legislation, the Committee of Practitioners will be a grassroots "sounding board" for developing the State plan, processes to be used, and programs operating under the Plan. This committee has practitioners representing a variety of levels, institutions, special programs, and occupational fields.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Implement Education for Employment Policy. Several exemplary efforts have made significant contributions toward implementing the EFE and revitalizing vocational education. These should be identified and made known for replication throughout the State. (Partial progress)	The EFE policy has been fully implemented. DAVTE has attempted to make exemplary activities of the process known through discussion and idea-sharing efforts at in-service education meetings of the system directors and community college deans.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

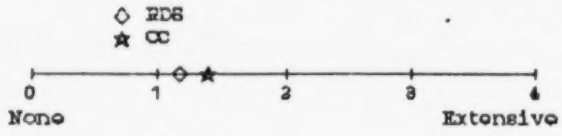
'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Simplify processes. Local educators feel "hassled" with the complexity and bureaucracy of the process. Determine if the same quality of outcomes could be achieved with a more simplified approach. (Partial progress)	Through the use of an advisory group of regional systems directors, DAVTE has attempted to "simplify" much of the bureaucracy of the EFE policy. Not all issues are resolved, but progress has been made and a system is in progress.
Use local and regional expertise. Educators at the grassroots level have experience and knowledge useful to the state staff. They should be more intricately involved in the development of processes and programs and resolving of issues. (Partial progress)	ICoVE asked regional system directors and community college deans to rate the extent to which the State Board had used the expertise at the grassroots level in "developing processes and resolving issues." On a scale of 0=None to 4=Extensive their responses were: Mean RDS 1.26 CC 1.48  Although the deans and directors were not particularly complimentary of the State Board's efforts to use their expertise, community college deans indicated that grassroots input had been beneficial in advisory groups, state board hearings, focus groups, and task force groups. Regional system directors indicated Dr. Miguel's Advisory Council, EFE Conferences, consultant visits to schools, focus groups, and input in curriculum revision had been helpful.
Be alert to "common problems." When the same problem emerges throughout the state over a long period of time, it should send up a "red flag" to staff. They should respond and provide leadership in resolving these problems. (Limited progress)	The system in place to identify common problems is the advisory group of regional systems directors. Staff are urged to be alert to "red flags."

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Reduce paperwork. Information not useful at the state level for future planning or important reporting should not be collected. It causes inefficiency and frustration throughout the system. (Partial progress)	DAVTE staff established a subcommittee of the Administrative Advisory Committee, composed of regional system directors, to conduct a review of "paperwork" requirements. The committee reviews forms and makes suggestions for streamlining and formatting required reporting.
Provide and promote leadership. The EFE community wants and needs leadership. Leadership must continue after implementation occurs. It should be fostered and developed at all levels, i.e. local, regional, and state. (Limited progress)	To follow up, ICoVE asked community college deans and regional system directors to rate the extent to which the State Board fostered and developed leadership at the local, regional, and state levels. On a scale of 0=None to 4=Extensive the average ratings were:

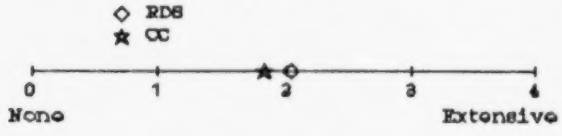
Local Level

	Mean	s.
RDS	1.18	.78
CC	1.39	.80



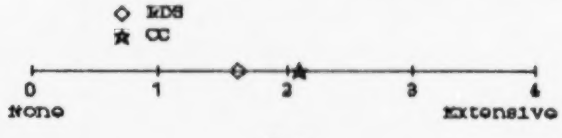
Regional Level

	Mean	s.
RDS	2.03	.94
CC	1.83	.83



State Level

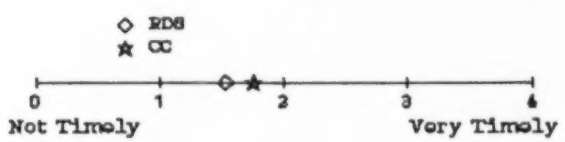
	Mean	s.
RDS	1.62	.99
CC	2.10	.98



----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Further, respondents were asked to identify Illinois' greatest need for leadership. The deans and directors viewed the needs differently. Deans believed leadership from the General Assembly is needed with nearly 2/3 citing this need. System directors viewed the needs more internally. Illinois' Greatest Need for Leadership Regional Delivery System Directors Responses • Need to develop a vision and direction 24% • Development of an Illinois plan for EFE 10% • State staff 11% Community College Deans Responses • State legislature 62% Although less than 1/3 of the deans and directors cited examples of effective leadership, both cited internal sources aligned with their own specific roles. Illinois' Most Effective Leadership Regional Delivery System Directors Responses • State staff 11% • Regional System Directors 11% • AVC Directors 5% Community College Deans Responses • Community college staff 12%
Develop a statewide database. Today's technology affords ease in reporting, networking, and information sharing. Illinois should be a leader. (Future implementation planned as suggested)	In FY 90 DAVTE issued an RFP for development of a macro statewide database. The project has been funded and work has begun.
Be prepared for "turf battles." As implementation actually occurs and agreements must be carried out, hard decisions will have to be made and the protection of turf may surface. (Partial progress)	Many of the turf battles surfacing during the implementation phases of the EFE policy have resolved themselves; others will remain as long as personnel remain the same. Interestingly, when the possibility of a minor boundary adjustments was suggested, the local entities did not want change.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Continue program improvement initiatives. Positive outcomes are emerging. Continue to support improvement activities, particularly activities such as VIP, QAP, task list verification, and private-sector involvement. (Some continued activity) (Some redirected unsatisfactorily)	The State Board continues to support the VIP (teacher internship) program and private-sector involvement in programs. The task list verification process continues with discussion concerning its use in maintaining up-to-date curriculum taking place. The QAP initiative for program improvement was maintained in FY 88 - FY 90. Lack of federal funds for this type of program improvement initiative, resulting from reauthorization, is causing state staff to explore alternate funding sources. Staff of the State Board are concerned that many program improvement activities will be curtailed under the amended Perkins Act. Beginning in FY 92 federal funds available for program improvement will be about one-fifth (1/5) the level of the previous five years. This means that either local entities will have to pick up the tab or state funds will need to be provided. QAP activities will need to be funded as part of the grant received. State leadership for program improvement is of grave concern to ICoVE if the primary source of funds must come from the locals.
Keep communication open and timely. Timely decisions are needed. Regional and local planning requires communication from the state in a timely manner. Education for Employment has profited substantially from communication with each other. Stress these activities. (Limited progress)	During FY 91 ICoVE asked regional directors and community college deans how effective the State Board has been in communicating decisions to the regions and colleges in a timely manner. Respondents did not give high marks. Scale: 0=Never Timely, 4=Very Timely COMMUNICATIONS TIMING Mean s. RDS 1.54 1.10 CC 1.76 .73  During FY 91, DAVTE initiated daily communications with the secondary systems via the Fax board. Postsecondary institutions will be included before the close of 1991. This should facilitate timely communications. DAVTE continued to provide in-service education activities for EFE directors and CC deans. These provided an opportunity for idea exchanges.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS

Stress private-sector involvement, particularly labor. Educators believe programs have profited from increased knowledge about the labor market, employer needs, and long-range planning. Promote regional and community college partnerships with the private sector.

(Redirected activity satisfactorily)

'89–'90–'91 FOLLOW-UP ACTIONS

To follow up, ICoVE asked regional system directors and community college deans if special in-service education was provided to teachers/faculty, student services personnel, and administrators to improve their ability to work with the private sector. Only 31% of regional directors and 38% of community college deans indicated that in-service was provided.

As identified by the directors and the deans, in-service did not necessarily appear to impact their use of private-sector partnerships, particularly labor.

Results of In-Service Education

Regional Delivery System

- Greater use of advisory councils
- Greater teacher involvement
- Private-sector field trips and class presentations
- On-site workshops

Community College

- Improved relationships
- Curriculum revisions
- Customized training contracts
- Greater involvement

Approximate number of advisory councils in each region or community college district for each of the following council configurations: (n = number of districts/regions that have the configuration)

Regional Delivery System

	Mean	s.
Region (General) (n=34)	4.29	10.57
Student Services (n=30)	3.10	6.34
Secondary/Postsecondary articulated programs (n=28)	5.39	6.44
General local school (n=19	3.26	2.51
Programs, regional level (n=23)	8.43	10.95
Others: Adult Education School Board		

Community College

	Mean	s.
College (n=15)	4.20	10.06
Student services (n=15)	1.47	.83
Secondary/postsecondary articulated programs (n=23)	5.56	8.24
Department (n=8)	7.12	6.31
Program (n=23)	21.26	11.98
Others: Regional Vocational System Business & Industry Institute Continuing Education Adult Education		

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS

Support your EFE policy. The state cannot afford to "let go." They must provide leadership and give direction and support to the regional and community college systems they have established. The "grassroots" wants EFE to work. They need both a tangible and visible commitment from ISBE.

(Limited progress)

Regional directors and community college deans indicated their perspective of support for the EFE policy as they view the groups listed below: (Scale: 0=None to 4=Extensive)

SUPPORT FOR EFE POLICY

	RDS Mean	s.	CC Mean	s.
ISBE Board Members	1.13	.98	1.59	.95
ICCB Members	1.46	.89	2.27	.93
State Supt. & Staff	1.79	.77	2.24	.94
DAVTE Mgmt. Staff	2.51	1.08	2.95	.92
ICCB Staff	1.69	.88	2.70	.81
DAVTE Consulting Staff	2.53	1.08	2.62	.93
Local School Boards/ CC District Boards	1.93	1.00	2.00	.99
General Assembly	1.42	.89	1.52	.80
Universities	1.52	.86	1.41	.82
IVA	2.48	.97	2.30	.99
ICoVE	2.72	.78	2.78	.87

As viewed by the secondary systems, the lowest level of support for the EFE policy comes from members of the ISBE Board members, followed by the General Assembly and the universities, ICCB staff and members and the State Superintendent. The deans see low levels of support from universities, the General Assembly, and the ISBE board members.

Study 1991 progress. Co-sponsor with ICoVE a follow-up study similar to this study resulting from public hearings to determine the success of the EFE and its administrative plan after implementation is complete.

(Redirected activity satisfactorily)

No plans for a study are underway. However, the state assessment required by the new Perkins Act may identify some areas for which a study may be necessary. DAVTE is reviewing the policy and administration plan for possible modification which may be needed. The review findings will be reported to the State Board in the spring of 1991.

The EFE policy and administrative plan are fully implemented. As DAVTE reviews its success and needed revisions, it may wish to consider some of the following in preparing its report to the State Board:

1. To what extent are articulation agreements between secondary and postsecondary levels being fully carried out? . . . What impact have these had? . . . What are the strengths? . . . The weaknesses?

2. How much sharing of resources is occurring within the secondary level? . . . Between the secondary and postsecondary levels? . . . How involved is the private sector? . . . Is equipment shared? . . . Facilities? . . . Instructional materials? . . . Programs? . . . Staff?

3. In terms of costs, how many dollars have been saved as a result of the EFE policy and administrative plan? . . . What services have been expanded? . . . How has access been improved? . . . What impact has been made on curriculum? . . . Has quality been improved?

4. To what extent has the total educational process and its "players" been affected? . . . Vocational education? . . . Academic education? . . . Special needs of targeted groups? . . . University programs? . . . The private sector?

5. What revisions need to be made in the policy or in the administrative plan? . . . How will it influence tech prep? . . . How will new federal legislation influence EFE?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

The ISBE has responded to all of the suggestions and recommendations made concerning implementation of the EFE policy. Several of the suggestions for which limited or partial progress was made are continuing. Actions taken to date include:

- 1 Completed satisfactorily
- 1 Considerable progress
- 5 Partial progress
- 4 Limited progress
- 1 Future implementation, as suggested
- 2 Redirected activity satisfactorily
- 1 Redirected activity unsatisfactorily
- 1 Continued activity

16 Total

Follow-up

Report #20

IMPLEMENTING EDUCATION FOR EMPLOYMENT POLICY

BEST COPY AVAILABLE

REPORT #20:
IMPLEMENTING EDUCATION FOR EMPLOYMENT POLICY
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PROGRESS TOWARD IMPLEMENTATION OF THE EDUCATION FOR EMPLOYMENT POLICY ACTIVITIES

As a result of a survey of vocational education teachers attending the 1986 Illinois Vocational Association Annual Conference, ICoVE learned that teachers lacked information and involvement in the initial phase of implementing the EFE policy and administrative plan.

At that time, the vocational education community appeared to lack leadership around the state. The new direction vocational education was attempting to go had created confusion and frustration at the grassroots level.

ICoVE recommended that the State Board encourage involvement of teachers. To do this, the Board had to increase in-service to inform teachers of the process. Leadership needed to be developed. At the same time, the State Board needed to exert leadership so as to identify problems quickly and remove barriers that were preventing local, advancing efforts.

DAVTE recognized the need of teachers to be involved in the process of regionalization. System directors were encouraged to involve teachers more extensively. This began to happen when the work of verifying task lists began. Teachers also became involved when articulation agreements required the articulation of vocational education programs between the secondary and postsecondary levels. Heavy involvement of teachers most recently has been in the integration of academic and vocational education.

Efforts were made by DAVTE to provide leadership and encourage the development of leadership through community colleges and particularly the regional systems where it seems most needed. There was a concern for the high turnover rate of RDS directors. DAVTE formed an advisory group of system directors to advise, react, and suggest strategies that would facilitate implementation.

To date, EFE has been fully implemented throughout the state. The community college and secondary systems have developed articulation agreements and continue to cooperate in providing in-service or staff development, student services, particularly for targeted populations, and joint review of labor market information. The endorsement of EFE by the State Board itself as a purpose of schooling would strengthen the EFE effort.

Several leadership activities have been designed. These need to continue. Leadership is beginning to emerge from the RDS. A new form of leadership is emerging from DAVTE; however, it is not always recognized at the local level. DAVTE must continue to provide leadership in the newly acquire form which is heavy with "openness." Respect for this openness and asking for help and suggestions from the local level are growing.

As DAVTE reviews the policy and makes recommendations to the Board for revisions,

it should also suggest strategies to accomplish these revisions which will tap the human resources which have emerged.

Training in the use and management of focus groups, strategic planning, and nominal group techniques was provided to system directors and CC deans by DAVTE staff. Directors and deans have become more involved in the planning process with DAVTE. This has resulted in greater flexibility being given to the local level. At the same time flexibility is granted, the responsibility of decision-making is also passed to the local level. It is important that DAVTE provide strong leadership and at the same time develop leadership of local administrators so they can successfully manage their new responsibilities.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTION
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Continue the Education for Employment Policy as adopted by the Board and work to improve the implementation process in such a manner as to assure that it is fully understood by the local, district, and regional levels. (Continued activity)	The Education for Employment (EFE) policy continues to be in effect. During the past two years, all secondary regions have become fully operational. DAVTE used an advisory group comprised of the system directors to help clarify some unresolved issues.
Work to develop leadership within the secondary regional delivery system and community college districts in an effort to transfer "ownership" of the EFE policy and administrative plan. (Partial progress)	In response to an ICoVE survey neither community college deans nor regional system directors were particularly pleased with the extent to which the State board had attempted to develop leadership. On a scale of 1=low and 5=high, CCs gave the leadership availability an average rating of 3.1; RDS directors rated it a 3.2. Using a scale 1=little ownership and 5=considerable ownership, the CC deans' average feeling of ownership was a 3.5; RDS directors was a 3.3. Both felt the ownership feeling was slightly greater than the leadership effort. DAVTE did encourage an administrative leadership institute through the university system. The institute has been provided for the past two summers. As plans for implementation of newly authorized federal legislation are made, the State Board is providing for a considerable amount of "ownership" through local decision-making authority that DAVTE is giving to the RDS and community college personnel.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTION
Begin to shift leadership responsibilities to the regional system directors. (Considerable progress)	Responsibilities for planning, particularly in implementing programs under new federal legislation are being shifted to the local level. During FY 91, the State Board funded several planning grants for tech prep. These grants provided parameters, but left much of the design to the local level.
Strengthen efforts to inform the Education for Employment community about expectations for the EFE and RDS. (Considerable progress)	The DAVTE staff developed an advisory group of directors to assist in the communication effort from the State to the regional level. Systems directors meet on a nearly monthly schedule with the regional vocational administrator. These meetings update "the field" and attempt to resolve a variety of problems as they emerge. During the past year, DAVTE has called several special sessions to update directors about legislation, local plans, and the tech prep initiative.
Review required processes to determine how these can be simplified. (Considerable progress)	The Administrator's Advisory Council worked with DAVTE to review procedures. Several were simplified. The Committee of Practitioners under the new Perkins will help provide continuing assistance in this area in the future.
Involve teacher educators in a more active role of in-service education related to EFE and RDS. (Limited progress)	Teacher educators have continued to be involved through the University Council for Vocational Education in Illinois (UCVEI). Universities have had grants funded to provide in-service. As federal funds dry up and the UCVEI has considerable reduction in its funding, the university role is expected to decline.
Continue to support labor market information. (Continued activity)	DAVTE has continued to support the provision of labor market information through the IOICC. LMI is used by the Board in determining approval of program offerings. LMI is also essential to community college districts and regional systems for local planning and decision making.
Seek financial resources to assist with requirements for implementing the EFE. (No activity/nothing initiated) (Redirected activity satisfactorily)	No attempts were made to seek additional financing to support the implementation of EFE. During FY 91 efforts were made by the State Board to seek an additional $3 million of state funds for implementing the tech prep initiative.

----------TO ILLINOIS STATE BOARD OF EDUCATION----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTION
Be alert for turf problems to arise when articulation agreements and resource sharing are to be fully implemented. (Limited progress)	Although many turf problems appear to have been resolved, there is evidence that some turf issues remain. Efforts must continue to encourage cooperation and coordination in lieu of turf battles.
Provide in–service education opportunities to help integrate academic education and vocational education. (Considerable progress)	The State Board designated QAP funds as a resource for providing in–service education to both academic and vocational educators in an effort to promote a team thrust to the initiative. The integration of academic and vocational education was a priority for in–service from the curriculum consultants as well. DAVTE is to be commended for its efforts in this area.
Foster activities for leadership development through student organizations. (Continued activity)	The State Board continues to provide funds for leadership development through student organizations. Evidence of success is apparent from state and national leadership competition in which Illinois participates. Newly reauthorized legislation threatens the State Board's ability to continue this effort.
Be certain staff is knowledgeable about what is happening in the field with EFE. (Considerable progress)	Confidence in DAVTE staff's knowledge of what was occurring in regard to EFE was indicated in ICoVE's assessment of deans and directors. Both groups indicated they had received support from staff for their efforts. Support given for implementation efforts requires knowledge of the process. As implementation progressed, staff acquired greater expertise in providing assistance.

----------TO ILLINOIS COMMUNITY COLLEGES AND ICCB----------

Continue to support and encourage implementation of the articulation agreements. (Continued activity)	Support of articulation agreements between secondary and postsecondary programs continued to receive community college support. In most instances, the impetus for leadership came from community colleges.
Encourage instructor participation in in–service education activities, particularly the VIP. (Partial progress)	Community colleges support participation of their instructors in the private–sector internship program known as the VIP program. Participation from community colleges has not been as extensive as from secondary programs. This may be in part because CCs have a large percentage of part–time instructors. It may also be because CCs are more likely to use instructors

----------TO ILLINOIS COMMUNITY COLLEGES AND ICCB----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTION
	from industry, thus the VIP program is not essential to their professional growth.
Perform a leadership role in continuing the development of technological awareness. (Considerable progress)	A recent study conducted by the University of Illinois with support from the Council of Community College Presidents and the Illinois Council on Vocational Education found "tremendous success of the Illinois Community College system in transferring technology to firms across the state. . . ." The study also found community colleges in a leadership position to provide technical assistance with current technology and the capability to demonstrate new technology.
Encourage instructor involvement with the private sector, particularly labor. (Partial progress)	Involvement of labor in community colleges continues to focus on apprenticeship programs, dislocated worker programs, customized training courses, and program development. Both administrators and faculty are involved. Community colleges have more contact with representatives of organized labor than do the secondary schools.
Provide leadership and cooperation for expanding services to targeted populations. (Continued activity)	Community colleges continue to provide an extensive service to targeted populations. Services include transportation, child care, tutoring, remedial programs, financial assistance, assessment and others. Community college student services personnel participate on student services committees and provide a significant amount of leadership for these committees across the state. The RDSs have made a positive effort to improve services for targeted populations. This has been noticeable since implementation of the EFE. RDSs should be commended for progress made.
Continue joint activities with secondary personnel. (Continued activity) (Considerable progress)	CC and RDS student services personnel have cooperated in providing services to targeted populations and have worked cooperatively with other agency programs in their respective areas such as JTPA, public aid, displaced homemaker and single parent programs. CC instructional staff have played a valuable role in in-service education for secondary teachers. They have also provided leadership for articulation. These experiences have built a solid foundation in many parts of the state on which to build tech prep programs.

----------*TO REGIONAL DELIVERY SYSTEMS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTION
Continue to strengthen initiatives to inform teachers and instructors about changes necessary for EFE. Give them a more active role. (Continued activity)	During final implementation phases of the EFE policy and administrative plans, teachers and instructors played a more active role. The validation of task lists caused nearly every teacher or instructor to participate. Since then, articulation agreements have involved more teachers and instructors to work together. Planning grants for tech prep were initiated in FY 91. These plans are involving instructional personnel as well.
Use program advisors as leaders to help keep teachers and instructors informed. (Partial progress)	Many of the program advisors provided in-service to staff about EFE. These advisors also played an important role in some regions in in-servicing teachers for the task list validation process.
Continue coordination and cooperation with community colleges. (Continued activity)	Earlier ICoVE surveys of teachers and instructors indicated that the most important and beneficial activity in the regionalization process was the joint in-service education of faculty. Many of these have continued with both groups pointing to benefits. Now planning grants for tech prep initiatives are also causing teachers/instructors at the secondary and postsecondary levels to work cooperatively.
Exert leadership among programs and institutions within the region. (Partial progress)	The turnover rate of regional delivery system directors has adversely affected the leadership which should have emerged from the system. The more tenured directors have demonstrated leadership and continue to do so. System directors formed a professional organization for the provision of in-service education and monitoring of legislation.
Seek leadership from personnel within the region to assist with communication and implementation. (Partial progress)	Student services personnel provided assistance for implementation more often than other personnel. The use of personnel within the region varied across the state. Regional level personnel were more often used than local or state level personnel.
Work with community colleges for joint in-service education activities for teachers and instructors. (Partial progress)	RDSs and CCs have provided joint in-service education activities for faculty. Faculty of both systems indicated this to be a worthwhile endeavor because "we learned from each other." As faculty involved in tech prep programs need to design 2 + 2 curricula, many will already be knowledgeable of each other's curriculum and will have a working relationship in existence.

----------*TO REGIONAL DELIVERY SYSTEMS*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTION
Assist teachers, instructors, and local administrators to become more actively involved with the private sector, particularly labor.	Much of the participation with the private sector at the local level continues to be from the administrator ranks. Teachers have indicated that the internship experience was good preparation for working with the private sector. Efforts to involve instruction staff in public–private partnerships should be encouraged.
(Limited progress)	

Should changes in the EFE policy or administrative plan be deemed necessary, several questions about the procedures to implement change may need to be addressed.

1. Does ample leadership exist at the local level to implement change? . . . Where is the greatest level of leadership? . . . Can all sources be tapped? . . . Can teachers and instructors provide leadership?

2. Do cooperation and coordination among RDSd, community colleges, JTPA, and AVCs promote the development of leaders? . . . Leaders from among teachers and instructors? . . . From the administrator ranks?

3. What have been the most successful strategies used to implement new policy? . . . Have local roles and state roles changed? . . . Remained the same? . . . What strategies are most effective in effecting change in Illinois?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE, Regional Delivery System, Community Colleges, and ICCB

Most of the suggestions ICoVE made to improve the process of implementing the EFE were suggested to ICoVE by local personnel through surveys or public hearings addressing the EFE implementation process. As shown below, commendable activities designated for continuation were continued and some progress was made toward achieving almost all of the remaining.

ISBE
- 3 Continued activity
- 5 Considerable progress
- 2 Limited progress
- 1 No activity, not implemented
- 1 Partial activity

12 Total

RDS
- 2 Continued activity
- 4 Partial progress
- 1 Limited progress

7 Total

COMMUNITY COLLEGES
- 3 Continued activity
- 2 Considerable progress
- 2 Partial progress

7 Total

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